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ABSTRACT

This learning activity package (LAP) titled School and Community Resources for Disadvantaged Learners is one of a series designed to develop competencies needed by vocational teachers working with disadvantaged students. Each LAP concentrates on one general vocational teacher competency and contains the following sections: an introduction, a teacher competency sheet, an information section, worksheets, and evaluation devices. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. (LRA)

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SCHOOL AND COMMUNITY RESOURCES FOR DISADVANTAGED LEARNERS

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This publication has been reviewed in compliance with Title IX of the Educational Amendments of 1972 and Public Law 94-482, Title II of the Vocational Education Amendments of 1976 for the elimination of sex bias, sex discrimination, and sex-role stereotyping.

PREFACE

This booklet is one of a series designed to assist vocational educators with disadvantaged learners. The series was designed to develop competencies needed by vocational teachers working with disadvantaged students.

Each booklet is a learning activity package (LAP) that concentrates on one general vocational teacher competency. An introduction, a teacher competency sheet, an information section, worksheets and evaluation devices are included. The introduction describes the purpose and directions for using the booklet. The teacher competency sheet identifies the unit, competency, performance objective, learning activities and vocabulary to guide the learning of the vocational teacher. Information sheets and alternative print and nonprint media present content pertaining to the competency. A test is provided to check the teacher's comprehension of the information presented. Worksheets provide application of the content and a final evaluation instrument permits an assessment of the vocational teacher's performance. With certain LAPs, extended activities have been included to permit interested teachers to go beyond the minimum competency level.

The LAPs in the series are as follows:

1. Characteristics of Disadvantaged Learners
2. Disadvantaged Learner Referral Process
3. Diagnostic Assessment of Disadvantaged Vocational Learners
4. Disadvantaged Learner Analysis Profile
5. Occupational Cluster Analysis for Disadvantaged Vocational Learners
6. School and Community Resources for Disadvantaged Learners
* 7. Instructional Materials for Disadvantaged Learners
* 8. Learning Activities for Disadvantaged Learners
* 9. Disadvantaged Learner Vocational Plan
* 10. Classroom Management for Disadvantaged Learners
* 11. Disadvantaged Vocational Learner Progress Evaluation
* 12. Competency-Based Vocational Teacher Education on Disadvantaged Learners: User's Manual

* Booklets 7-12 are under development and are projected to be ready for dissemination in October 1980.

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Perry R. Gemmill
Project Director

INTRODUCTION

Effective vocational programs are provided when vocational teachers use available school and community resources. These resources include individuals and agencies that can assist instruction and provide support services for disadvantaged learners, parents and teachers.

The purpose of this learning activity package (LAP) is to: (a) describe the benefits, personnel and agencies providing instructional aids and student support services, and (b) facilitate the development of a school and community resource inventory.

A suggested procedure for using this LAP is to review the entire Teacher Competency Sheet. If you then feel that you need additional information about school and community resources, perform the learning activities starting with the information section. However, if you think that you can achieve the performance objective, complete the worksheets and rate your performance.

TEACHER COMPETENCY SHEET

UNIT 3.00:

Identifying School and Community Resources

COMPETENCY 3.01:

Develop a resource inventory.

PERFORMANCE OBJECTIVE:

Given information on school and community resources, develop a school and community resource inventory. A checklist will be used to rate your performance. All items must receive an acceptable rating.

LEARNING ACTIVITIES:

1. Read Information Section I on "School and Community Resources."

2. Read Supplementary Information Section on "Developing a Resource Inventory."

3. (Optional) Examine references listed in the Reference Section of the User's Manual having specific information on school and community resources.

4. (Optional) View sound filmstrip, "Innovative Practices" and complete the reaction sheet.

5. Test Your Knowledge by completing the section, "Using Resources."

6. Develop a school and community resource inventory using Worksheet I, "School and Community Resources."

7. (Optional) Form a small group and compile a comprehensive resource inventory of school and community resources using Worksheet I, "School and Community Resources."

8. Rate Your Performance by completing the "School and Community Resource Inventory Checklist."

VOCABULARY:

Ancillary personnel: Persons, other than building personnel, who provide specialized support services to disadvantaged students and vocational programs for the disadvantaged.

Community resources: The instructional aids and support services outside of the school hierarchy and educational associations that are provided by federal and state agencies; community agencies and organizations; business, industry and labor organizations; and citizen and special interest groups.

Cooperative team: A group of usually three to five persons who are responsible for screening, assessing, planning and instructing. These persons reflect the principles of the interdisciplinary approach of education.

Interdisciplinary: A concept in which persons representing various fields cooperate in the screening, assessment, planning and instruction of disadvantaged learners.

School resources: The instructional aids and support services from within the school hierarchy and educational associations that are provided by building, ancillary and educational hierarchy personnel.

Survey: A systematic approach in gathering data about resources (i.e., personnel, materials, equipment and occupations).

Information Section I

SCHOOL AND COMMUNITY RESOURCES

An effective vocational teacher incorporates instructional aids and student support services into the educational program. These resources help to "bridge the gap" between the school and society and make education more "understandable" to the students. The use of school and community resources capitalizes on the expertise of others, eliminates duplication of services and permits the allocation of funds to area of real need.

Services for a disadvantaged student often require interdisciplinary/interagency involvement. Personnel and agencies must communicate with each other to insure continuity in delivery of the services. This cooperation assists the planning of vocational programs that accommodate individual student goals, environmental backgrounds, personality traits, learning styles, academic problems and vocational aptitudes.

Using School Resources

School resources are available from within the educational hierarchy and educational associations for assisting disadvantaged learners. Instructional aides include print materials, audiovisual media, equipment, demonstrations, speakers, field trips and work experiences. Examples of school support services are classroom assistance, work study coordination, behavior management, diagnostic assessment, therapeutic counseling, motor skill development, instructional consultation, academic tutoring, legislative information and special projects and programs.

School resources are categorized as: (a) building personnel, (b) ancillary personnel and (c) educational hierarchy personnel. Services and typical titles for these personnel occur in the sequential paragraphs.

Building personnel are support persons who may work with the vocational teacher as members of a "cooperative team." This team may provide specialized in-class support to disadvantaged vocational students as teacher aides, notetakers and interpretors. Building personnel can provide advice and insight about students, programs and instructional resources. These personnel include:

1. Occupational teachers
2. Work study coordinators
3. Job Placement specialists
4. School nurses
5. Reading specialists
6. Administrators

7. Guidance counselors
8. Teacher aides/assistance
9. Diagnosticians
10. Academic teachers
11. School librarians
12. Audiovisual specialists
13. Bilinguists

Ancillary personnel are persons who provide specialized support services. These services include assessing the student's vocational and academic needs, therapeutic counseling, developing fine and gross motor coordination and assessing hearing and vision problems. In addition, ancillary personnel provide information about the student's home environment, identify current community support services and help to develop special programs. These specialists treat specific aspects of a problem and can help with student adjustment. Selected ancillary personnel are as follows:

1. Special needs personnel
2. Occupational therapist
3. Physical therapist
4. Visicn and hearing specialist
5. Speech therapist
6. Vocational evaluator
7. Social worker (pupil personnel worker)
8. School psychologist
9. Special library service personnel

Educational hierarchy personnel are persons who represent agencies that can provide teachers with information about legislation, instructional techniques, special projects and programs. These personnel help keep the teacher's knowledge current about educational trends, specialized teacher education programs and inservice workshops. Educational hierarchy personnel are in the county school systems, colleges and universities and state and federal education departments. Typical personnel representing this category are:

1. Vocational education supervisors
2. Resource/Helping teachers
3. Teacher educators
4. Division of Vocational-Technical Education specialists
5. Vocational Curriculum Research and Development Center personnel.
6. Vocational Association officials and committee members
7. United States Office of Education personnel
8. Vocational Education Advisory Council members

Using Community Resources

Community resources are available from sources outside of the school hierarchy and educational associations. The types of instructional aids are similar to the school instruc-

tional resources. General types of support services available include academic, economic, employment, health, legal, psychological, safety, social, vocational and physical assistance.

Community resources can make important contributions to vocational programs. Included among the benefits are:

(a) supplementing the curriculum and instruction,
(b) providing skilled resource persons from many fields,
(c) giving students firsthand knowledge of occupational areas,
(d) making youth more aware of career opportunities,
(e) providing the school with equipment and materials,
(f) relating class instruction to the environment and
(g) developing school and community public relations.

Community resources are divided into four major groups. These groups include (a) federal and state agencies; (b) community agencies and organizations; (c) business, industry and labor organizations; and (d) citizen and special interest groups. Services and examples of these community resources are described in the following paragraphs.

Federal and state agencies have regional and local offices that provide support services to disadvantaged youth. These services include job training, work experience and placement programs; financial support (i.e., supplemental social security income and public assistance); housing; health; community action; youth programs; employment and consumer information; and legal aid. Selected federal and state agencies are listed below.

FEDERAL AGENCIES

1. Comprehensive Employment & Training Act (CETA)
2. Social Security Administration
3. Community Action Programs (CAPS)
4. Model Cities
5. Department of Health, Education & Welfare (DHEW)
6. Department of Labor (DOL)
7. Department of Defense (DOD)
8. Civil Service Commission (CSC)
9. Government Printing Office (GPO)
10. Department of Agriculture
11. Office of Economic Opportunity
12. Immigration & Naturalization
13. Job Opportunities in the Business Sector (JOBS-National Alliance of Businessmen)

STATE AGENCIES

1. Vocational Rehabilitation
2. State Employment Service (SES)
3. Juvenile Services
4. Department of Corrections
5. Human Resources
6. Family Resources
7. Public Health Agency
8. Mental Health Agency
9. Public Service Employment (PSE)
10. Public Assistance
11. Governor's Committee for Youth Employment
12. Commission on Civil Rights
13. Work Incentive Program (WIN)

Community agencies and organizations provide a variety of local services. These services are identified in local directories and by the local administrating agencies. Local services provided include: (a) youth recreation; (b) counseling and tutoring; (c) employment and job training; (d) foster care placement; and (e) leadership development. Selected agencies are listed below.

1. Chamber of Commerce
2. Local Housing Office
3. Local Youth Work Programs
4. YMCA/YWCA
5. Goodwill Industries
6. Red Cross
7. Opportunities Industrialization Centers (O.I.C.)
8. Drug Abuse Centers
9. Alcohol Programs

Business, industry and labor organizations provide numerous services. The services include: (a) providing sources for field trips, guest speakers, special demonstrations and equipment and materials; (b) sponsoring job training programs and employment opportunities; and (c) providing occupational and/or product information. Typical businesses, industries and labor organizations are:

1. Sears and Roebuck
2. Montgomery Wards
3. Pennys
4. McDonalds
5. Giant Foods
6. Dart Drug
7. Bethlehem Steel
8. C and P Telephone
9. General Motors
10. McCormick Spices
11. American Federation of Labor and Congress of Industrial Organizations (AFL/CIO)

Citizen and special interest groups offer unique special services for disadvantaged students and programs. Typical services offered include: (a) scholarship programs, (b) legal aid, (c) day care, (e) transportation, (f) counseling, (g) food and clothing donations and (h) housing programs. A selected list of these groups follows:

1. Lions Clubs
2. Kiwanis
3. Rotary
4. Churches
5. Women's Clubs

Certain resources clearly aid instruction, while others provide support services to youth. The vocational teacher should now develop an inventory of usable school and community resources.

Supplementary Section I

DEVELOPING A RESOURCE INVENTORY

An inventory of resources is essential for program planning and implementation. This section offers suggestions for developing a concise but informative inventory of school and community resources.

The first step involves determining who will participate in developing the inventory. An individual teacher, a group of occupationally related teachers or a group of individuals representing various instructional disciplines within the school may conduct the survey of possible resources. A group with similar occupational interests may record career related resources, while an interdisciplinary team may be needed to develop a comprehensive inventory of resources usable within the entire school.

The second step is to develop a resource inventory form. An example is included later in this LAP. The resource inventory should be divided into school and community sections. These sections may be further divided into sources related to instruction and supportive services for the disadvantaged vocational learners.

The third step involves identifying possible school and community resources. Information may be collected from existing educational resource lists, occupational and community directories and various school and community groups. Potential resources and information listings are identified in Table 1.

Additional information is available in the telephone system yellow pages, trade and technical journals and professional education journals. Groups such as the vocational advisory committees, parent-teacher associations, student government associations, local business associations and local trade councils can also be helpful.

The fourth step involves conducting a school and community survey of the agencies, organizations and businesses that are applicable to a student and/or program. Information should be gathered for the following:

1. Contact person(s)
2. Title/responsibilities
3. Business/agency
4. Address
5. Phone number(s)
6. Description of services
7. Degree of interest in working with school
8. Type of community resource

9. Procedure for providing supportive services (i.e., referral procedure and eligibility criteria).

This information may be gathered by questionnaire, interview or a combination of techniques. A questionnaire may be sent along with a cover letter and a self-addressed. stamped envelope by mail to organizations having possible resources. A sample Community Survey Form is shown in Figure 1, and a sample letter is exhibited in Figure 2. The contact person should be asked to respond to the questions and return the questionnaire. An interview may be conducted by telephoning or visiting the contact person and recording the information on the form.

The fifth step is to record the gathered information onto resource file cards. Figures 3a and 3b show sample cards and a form respectively for community resources. Figure 4 exhibits two examples of community resource data cards.

Prepare a resource file card for each resource that indicates an interest and that demonstrates applicability to the program and student population. These cards make up a resource inventory. Upon using a specific resource, write evaluative comments on the back of the file card.

Although development of a resource inventory may be time consuming, the improved efficiency and services to assist the disadvantaged learners will be worth the effort.

Table 1

Resource and Informational Listing

Resource	Type of Informational Listing
American Council on Industrial Arts Teacher Education	Computer searches of industrial education doctoral dissertation abstracts
Chamber of Commerce	Businesses in the municipality
Council for Exceptional Children (CEC)	Library and media materials Computer searches and workshops
County Boards of Education	School personnel and job titles Special services Special and vocational resource libraries
Department of Human Resources	Youth activity and employment programs Family service programs Financial assistance programs
Department of Maryland Manufacturers	Maryland manufacturers
District or county government	Services
East Central Curriculum Coordination Center	Instructional materials
Health and Welfare Councils	Instructional materials Guest speakers Funding
Local municipality	Services Community agencies, organizations and citizen/special interest groups
Maryland Professional, Personnel and Youth/Adult Vocational Leadership Development Center (PPYAD)	Field-based inservice and preservice vocational programs
Maryland Research Coordinating Unit Data Center	Computer searches of educational banks Microfiche copies

Maryland State Department of Education	Personnel in the Division of Vocational-Technical Education
Maryland Vocational Curriculum Research and Development Center	Curriculum development activities Library print materials
National Aeronautics and Space Administration	Computer searches of research and development documents
National Institute of Health	Computer searches of mental health information
Office of Economic Opportunity	Industries and businesses
Professional Associations	Instructional materials
State Employment Service	Current occupations Area businesses Vocational assessment Job openings
State government	Human resources
Textbook Publishing Companies	Print and audiovisual materials
United States Department of Commerce	Occupations and industries Technical information
United States Department of Labor	Occupational titles and outlook Training achievement records Instructional media
Universities and Colleges	Instructional materials Services
Vocational Rehabilitation	Job training programs Counseling services Foster care programs Financial assistance programs
Western Maryland Vocational Resource Center	Maryland developed curriculum materials Instructional media

Figure 1

Community Survey Form

Name of Agency/Organization: _____
Address of Agency: _____ Phone: _____
Contact Person 1: _____
Title/Responsibility: _____
Office Hours: _____ Extension: _____

Contact Person 2: _____
Title/Responsibility: _____
Office Hours: _____ Extension: _____

Description of Agency/
Business Functions: _____
_____
_____

Are you interested in working with the school program? ___Yes
___No

Under what circumstances? (Check resources that are applicable).

__ audiovisual materials
__ employment of students
__ field trip
__ guest speaker
__ job orientation
__ job training
__ loaning of equipment
__ participation in Career Day
__ print materials
__ special demonstration
__ other _____
_____

Describe specific instructional aid(s).

_____
_____
_____
_____

For agencies providing individual student support services, state briefly:

1. What type of support service is provided? _____
_____
_____
_____

2. What is the student referral process? _____
_____
_____
_____

3. What is the eligibility criteria for services? _____
_____
_____

4. How much school related support is required? _____
_____

5. Duration of services. _____

Figure 2

Sample Letter

Date

Inside Address

Dear :

Recognizing the benefits that community businesses and agencies can contribute to the education, development and adjustment of our students, our school (school district) is conducting a community resource survey.

In order to compile a resource inventory we are enclosing a brief survey form with a self-addressed stamped envelope. We would be most appreciative of your cooperation in filling out this form and returning it to us by _____ (date).

We have filled out the agency/business name and address. Please check to make sure that it is accurate, and note any changes.

If we can be of assistance to you in completing the form, contact _____ (name), _____ (title) at _____ (phone number). Thank you for your cooperation.

Sincerely,

Figure 3a
Resource Card File Examples

Sample Cards

These sample cards show how resource data might be recorded in the card file. The total file is divided into the 14 USOE occupational areas. At the top of each card the applicable code or codes are marked to serve as a cross-reference. If the resource encompasses more than one occupational area, the same exact card appears in each appropriate classification. Within each classification the resources are filed alphabetically.

Every card will have a file number identifying its resource form. Multiple cross-referenced cards for the same resource will have the same file number since there is only one form for each resource. This permits resources to be added or deleted in numerical fashion allowing flexibility in filing the forms.

Number one shows one of the file cards related to the sample resource form in this package. While number one displays information about an organization, number two is another example of how data on an individual can be recorded.

1.

file #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
26				X	X		X							

Name: R&S Truck Manufacturing Co.
Address: Harbor Industrial Park
Tofen, MD 22652
(301) 222-3333

A. Singer, Mfg.
Contact Person: J. Richter, Prod. Serv.
Descriptors: truck cab manufacturing,
freight handling equipment
product service consultations

2.

file #	1	2	3	4	5	6	7	8	9	10	11	12	13	14
94		X												

Name: Lowell Russell
Address: 2233 Oak Street
Lester, MD 20788
(301) 222-3333

Contact Person: same
Descriptors: fishing boat captain (ret)

Adapted from: Maryland Vocational Curriculum Research and Development Center. Community resource information system. College Park, Maryland: University of Maryland, Industrial Education Department, 1979.

Figure 3b

Resource Form Example

Community Resource

file #	USOE OCCUPATIONAL AREA CODE													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
26				X	X		X							

resource

Name: R & S Truck Manufacturing Co.

Address: Harbor Industrial Park
Tofen, Maryland 22652

Rt. 22 east, first left after entering the park.

Phone: (301) 333-2222 ext. 345, Richter ext. 678, Singer

Brief Sketch: R & S manufactures truck cabs and freight handling equipment. The manufacturing division produces diesel powered tractor trailer cabs, self propelled and hand operated electric powered freight handling equipment and replacement parts. The product services division offers consulta tions for customer needs. R & S employs 1250 persons.

Permission: can be listed in file

Frequency: max. 2 visits per month

SAMPLE

access

THE RESOURCE IS ACCESSIBLE

AT THE SCHOOL	IN THE COMMUNITY
Contact Person: John Richter, Prod.Serv	**Contact Person:** Arnold Singer, Mfg.
Type of Activity or Product: slide show of company, product samples and career information	**Type of Activity:** class visits to view manufacturing assembly lines
	Transportation: school bus or car
Visitation Times: mornings preferable	**Hours of Operation:** 7:30am/5:00pm wkdys
Special Accommodations: classroom suited for audiovisual presentation	**Parking:** visitor's lot
	Reproduction Equipment: cameras OK
Audiovisual Equipment: projection scr.	**Restrictions:** max. group size 30
Costs: none	**Costs:** transportation

results

RESULTS WILL BENEFIT STUDENTS

AT THE SCHOOL	IN THE COMMUNITY
Activity: students watch slide show about the company, its products and services. Samples and models are shown of the company's products. A short career information seminar is also provided.	**Activity:** students see assembly line manufacturing, materials processing and business administration. They see professional, skilled and clerical persons at their jobs.
Associated Products: brochure The slide show will be loaned out with a two week notice.	**Associated Products:** brochure Students can keep small scrap samples.

Figure 4

Community Resource Data Cards

Instructional Resources

CAREER-RELATED INSTRUCTION RESOURCE

Career Cluster/Occupation: _____

Name of Resource Person: _____

Title: _____ Phone: _____

Address: _____

Appropriate for (students, grade level, etc.): _____

_____

Type of Resource (Check all that are appropriate.)

___ Field trip
___ Classroom consultant
___ Instructional materials
___ Instructional content
___ Speaker
___ Individual student tutor
___ Sponsor of short term work experience

Detailed description of resource: _____

_____

_____

Service Resources

SUPPORTIVE SERVICE RESOURCE

Type of service:

___ Student assistance
___ Parent/family assistance
___ School/teacher assistance
___ Other (describe): _____

_____

Source of service (Name of agency/organization):

_____

_____

_____

Name of contact person: _____

Address: _____ Phone: _____

_____ Office hours: _____

Record previous contacts or referrals below:

Date	Student	Action
_____	_____	_____
_____	_____	_____
_____	_____	_____

Adapted from: Phelps, L.A. Instructional development for special needs learners: an inservice resource guide. Urbana-Champaign, Illinois: University of Illinois, Department of Vocational/Technical Education, 1975.

Filmstrip Reaction Sheet

INNOVATIVE PRACTICES

Directions: After viewing the sound filmstrip, complete the questions below. Then, compare your answers with the appropriate responses identified in the Answer Key.

1. Identify the concept from the "inward point of view" that is related to utilizing school resources in (a) and describe at least three ways this concept contributes to better vocational instruction in (b).

   a. _____

   b. _____

   _____

   _____

2. Identify two educational concepts on which the "outward point of view" focuses.

   a. _____

   b. _____

3. One way the school can utilize the community is through work experience programs. How can the programs benefit disadvantaged students?

   a. _____

   b. _____

   c. _____

4. Four ways the school can encourage community involvement include:

   a. _____

   b. _____

   c. _____

   d. _____

Answer Key -- Filmstrip

INNOVATIVE PRACTICES

1. School resource concept and contributions to vocational education
   (a) teaching arrangements that involve the cooperative team approach
   (b) 1. encourage teachers to work together in planning and implementing instruction
       2. help student succeed
       3. develop learning materials
       4. provide for counseling and guidance
       5. discuss and work on student problems
       6. gain an understanding of other professionals
       7. establish more personalized approach to education

2. Education concepts
   a. Utilizing community resources
   b. Awareness of how the environment can be related to instruction
   c. Emphasis on "real" vs. simulated activities

3. Benefits of work experience programs
   a. student receives experience in world of work while receiving support from the school
   b. student can apply knowledges and skills learned in school immediately
   c. income earned is a means of financial assistance

4. Community involvement
   a. participation in community activities
   b. utilizing mass media for information dissemination
   c. guest speaker presentations
   d. establishing advisory committees
   e. participating in inter-agency committees

Test Your Knowledge

USING RESOURCES

Directions: Write your answer to each question in the space provided. Then compare your answers to the appropriate responses given in the Answer Key.

1. What are the two major types of school and community resources?

   a. _____

   b. _____

2. List ten examples of school resources that benefit vocational education programs.

   a. _____ f. _____

   b. _____ g. _____

   c. _____ h. _____

   d. _____ i. _____

   e. _____ j. _____

3. Identify five general types of community support services provided for disadvantaged learners, families and schools.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

4. Identify three contributions of community resources to vocational programs.

   a. _____

   b. _____

   c. _____

5. Identify and describe the three major categories of school resources.

a. _____

_____

_____

b. _____

_____

_____

c. _____

_____

_____

6. What are four major categories of community resources?

a. _____

b. _____

c. _____

d. _____

7. Identify the five steps that should be taken when developing a resource inventory.

a. _____

b. _____

c. _____

d. _____

e. _____

Answer Key -- Test Your Knowledge

USING RESOURCES

1. Major types of resources

   a. instructional aids
   b. support services

2. Beneficial examples of school resources

   a. print materials
   b. audiovisual media
   c. equipment
   d. demonstrations
   e. speaker
   f. field trips
   g. work experience
   h. classroom assistance
   i. work study coordination
   j. behavior management
   k. diagnostic assessment
   l. therapeutic counseling
   m. motor skill development
   n. instructional consultation
   o. academic tutoring
   p. legislative information
   q. special projects and programs

3. General types of community services

   a. academic
   b. economic
   c. employment
   d. health
   e. legal
   f. psychological
   g. safety
   h. social
   i. vocational
   j. physical

4. Contributions of community resources

   a. Supplement curriculum and instruction
   b. Provide a variety of skilled resource personnel
   c. Permit firsthand knowledge of occupational areas
   d. Aid career awareness
   e. Supplement instructional materials and equipment
   f. Relate school to environment
   g. Develop public relations

5. Major categories of school resources

   a. Building personnel are those individuals who provide direct assistance to the vocational teacher and students in the school. Typical examples are work study coordinators, school nurse, reading specialist and guidance counselors.

   b. Ancillary personnel are those individuals who are specialists in their fields and render specialized services to students. They are usually not based in one school but are responsible for students in several locations. Some examples are vocational education supervisors, social workers, psychologists, therapists and vocational evaluators.

   c. Educational hierarchy personnel are those persons in the county, state, federal and college/university educational systems who provide information on program trends, legislation and other current educational events.

6. Categories of community resources

   a. Federal and state agencies
   b. Community agencies and organizations
   c. Business, industry and labor organizations
   d. Citizen and special interest groups

7. Resource inventory development steps.

   a. Identify persons who will be involved
   b. Develop an inventory form
   c. Identify possible school and community resources
   d. Conduct a survey
   e. Record information for usable resources on resource inventory file cards

Worksheet Ia

SCHOOL AND COMMUNITY RESOURCES

Directions: Cut out the master and reproduce the image on 5" X 8" cards. Complete one card for each school resource. Use the data collected from sources such as school services survey, school directories and supervisory recommendations.

SCHOOL RESOURCE

Contact Person_____Title/Responsibility_____

Department/Location_____ Phone_____

Type of Instructional Aid:

___Audiovisual media
___Demonstrations
___Equipment
___Field trip
___Print materials
___Speaker
___Work experience
___Other (specify)_____

Specific Description of Instructional Aid: _____

_____

__Academic tutoring
__Behavior management
__Diagnostic assessment
__Instructional consultation
__Language interpretation
__Legislative information
__Motor skill development
__Special projects and programs
__Teacher aide
__Therapeutic counseling
__Work study coordination
__Other (Specify)
_____
_____

Specific Description of Support Service:_____

_____

_____

(Place evaluative comments of resource on back.)

Worksheet Ib

SCHOOL AND COMMUNITY RESOURCES

Directions: Cut out the master and reproduce the image on 5" X 8" cards. Complete one card for each community resource. Use the data collected on the Community Survey Form.

COMMUNITY RESOURCE

Agency/Organization _____ Phone _____

Address _____

Contact Person _____ Title/Responsibility _____ Office Hrs. ____

Type of Instructional Aid:

___Audiovisual materials ___Field trip ___Work experience
___Demonstrations ___Print materials ___Other (specify) _____
___Equipment ___Speaker _____

Specific Description of Instructional Aid: _____

_____

_____

Type of Support Service:

___Academic ___Health ___Psychological ___Vocational
___Economic ___Legal ___Safety ___Other (specify) _____
___Employment ___Physical ___Social _____

Specific Description of Support Service: _____

_____

_____

(Place evaluative comments of resource on back.)

Rate Your Performance

SCHOOL AND COMMUNITY RESOURCE INVENTORY CHECKLIST

Directions: Place a check (✓) in the appropriate column. All items must receive an acceptable rating. If an item is unacceptable, repeat any activities that are necessary to permit an acceptable rating.

		Acceptable	Unacceptable
1.	Completes identifying information for each school resource.	____	____
2.	Completes identifying information for each community resource.	____	____
3.	Identifies type of instructional aid or support service for each resource.	____	____
4.	Describes each instructional aid clearly.	____	____
5.	Describes each support service clearly.	____	____
6.	Includes school building resources.	____	____
7.	Includes ancillary resources.	____	____
8.	Includes resources in educational hierarchy.	____	____
9.	Includes federal and state agencies.	____	____
10.	Includes community agencies and organizations.	____	____
11.	Includes Business/Industry/ Labor organizations.	____	____
12.	Includes Citizen/Special Interest Groups.	____	____